



# Rosebank Elementary

80 Flower Street • Chula Vista, CA 91910 • (619) 422-8329 • Grades K-6

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Chula Vista Elementary School District

84 East J Street  
Chula Vista, CA 91910-6100  
(619) 425-9600  
www.cvesd.org

#### District Governing Board

Leslie Ray Bunker

Armando Farias

Laurie K. Humphrey

Eduardo Reyes, Ed.D.

Francisco Tamayo

#### District Administration

Francisco Escobedo, Ed.D.

#### **Superintendent**

Jeffrey Thiel, Ed.D.

#### **Assistant Superintendent, Human Resources Services and Support**

Oscar Esquivel

#### **Deputy Superintendent, Business Services and Support**

Matthew Tessier, Ed.D.

#### **Assistant Superintendent, Innovation and Instruction Services and Support**

### School Description

Rosebank is a Kindergarten through grade 6 school that was built in 1952. It is located in the northwestern section of Chula Vista and is one of 49 schools in the Chula Vista Elementary School District, including charters. The Rosebank community appreciates its rich diversity, both culturally and economically. Its attendance boundaries contain a wide range of housing that includes several large apartment complexes.

The administration and staff work together with the community to coordinate the school's resources, materials, and support personnel. Our goal is to provide the best education possible for all students. Rosebank has a significant number of zone and inter-district transfers. Parent and community volunteers are an integral part of Rosebank's success. The countless hours that our parents, teachers, and staff donate help create an exemplary school. The quest for excellence is demonstrated by our outstanding teaching and support staff, supportive parents, community, and wonderful students.

### WE BELIEVE ALL STUDENTS CAN LEARN

During the 2019-2020 school year, we took time to create a common vision:

At Rosebank Elementary, caring teachers work together to provide purposeful instruction to meet the needs and talents of each student academically, behaviorally, socially and emotionally by fostering:

- Confidence
- Creativity
- Consistent expectations
- 21st century skills

We nurture meaningful relationships with the Rosebank Family Community through open communication with students, parents and the community at large.

### **\*Our Mission\***

The staff, students and parents of Rosebank believe that all students can learn and achieve, regardless of their past academic performance, family background, socio-economic status, race, and gender. We believe that our school's purpose is to:

- Educate all students to high levels of academic performance
- Emphasize the 4 C's: Collaboration, Communication, Creativity, & Critical Thinking
- Foster positive growth in social/emotional behaviors and attitude

We accept the responsibility to work together so that all students can attain their maximum educational potential.

**\*To Fulfill Our Mission\***

We will provide a comprehensive kindergarten through sixth grade program that models the importance of responsibility, respect, and emphasizes equal educational opportunities. To ensure successful learning, our program will include high expectations of knowledge, skills and attitudes. Our teachers regularly monitor student data to inform their instruction.

**About the SARC**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

**2018-19 Student Enrollment by Grade Level**

Grade Level	Number of Students
Kindergarten	83
Grade 1	96
Grade 2	65
Grade 3	83
Grade 4	84
Grade 5	72
Grade 6	94
<b>Total Enrollment</b>	<b>577</b>

**2018-19 Student Enrollment by Group**

Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.2
Asian	0.7
Filipino	2.6
Hispanic or Latino	78.3
Native Hawaiian or Pacific Islander	0.5
White	12
Two or More Races	3.5
Socioeconomically Disadvantaged	82.7
English Learners	30.5
Students with Disabilities	14.2
Foster Youth	0.2
Homeless	0.2

**A. Conditions of Learning**

**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Rosebank Elementary	17-18	18-19	19-20
With Full Credential	26	26	26
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence			

Teacher Credentials for Chula Vista Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	1261
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	

**Teacher Misassignments and Vacant Teacher Positions at Rosebank Elementary**

Indicator	17-18	18-19	19-20
Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)**

The Chula Vista Elementary School District follows the State’s curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District’s school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards.. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District’s vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards and electronic communication.

**Textbooks and Instructional Materials**

**Year and month in which data were collected: December 2017**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Universe K - 6th Adopted in 2017-2018.  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	Houghton Mifflin Harcourt, Go Math Adopted in 2015-16.  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008.  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Classroom space at Rosebank Elementary School is adequate to support our school's current enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Rosebank's custodial staff performs basic cleaning operations daily. The school is tidy and clean.

Rosebank received a \$4M modernization update during the summer of 2014.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 10/24/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	Boys rr next to Room 501: Vent dirty CR 801: ceiling tiles warped and one has a hole CR 603: (4) rug black stain, sliding white boards are hard to open. CR 803: exterior; 6 ceiling tile with broken corners; 1 cracked ceiling tile. Sink need caulking, vent dirty. CR 804: 1 stained ceiling tile, sink backspash needs caulking. Ceiling tiel warp, A/C vent dirty, sink low pressure. CR 806: cobwebs - exterior; sink countertop damaged and needs chaulking , damaged ceiling tile cracked. A/C vent dirty. CR 807 PreK: cobwebs - exterior; sink countertop water damaged, girls R/R stained cracked ceiling tile, sink needs caulking, ceiling tiles holes and warp. CR 901 YMCA: cobwebs @ ceiling; motion detector sensor cover broken; sink needs chaulking; sink cabinet doors are water damaged;missing covebase; door doesn't shut all the way southside trim has water damaged , delaminating , cleaners under sink , carpet stained. Ceiling tile loose, blinds are broken. Entrance threshold lifting. CR 808: overhang plywood delaminating, holes in tackboard, sink missing soap cover, warp ceiling tiles, door won't shut properly. CR 902: cobwebs- exterior; tall multiple wire shelving not strapped to wall; 2 ceiling tile hanging off grid CR 904: cobwebs - exterior; 1 ceiling tile hanging off grid. Vent is dirty. CR 905: 1 stained ceiling tile; 1 ceiling tile cracked; excessive gum outside classroom paint peeling on T111 , holes on tackboard, ceilings warp, cracked, smells molding. K1: 2 household cleaner under sink , sink countertop cracked Work Room: Drywall damaged

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation</p>	<p>Good</p>	<p>CR 804: 1 stained ceiling tile, sink backspash needs caulking. Ceiling tiel warp, A/C vent dirty, sink low pressure. CR 805: cobwebs - exterior, A/C vent dirty, ceiling tile warp. CR 807 PreK: cobwebs - exterior; sink countertop water damaged, girls R/R stained cracked ceiling tile, sink needs caulking, ceiling tiles holes and warp. CR 901 YMCA: cobwebs @ ceiling; motion detector sensor cover broken; sink needs chaulking; sink cabinet doors are water damaged;missing covebase; door doesn't shut all the way southside trim has water damaged , delaminating , cleaners under sink , carpet stained. Ceiling tile loose, blinds are broken. Entrance threshold lifting. CR 903: sink needs chaulking; A/C dirty, stain ceiling. Custodian Next to Kitchen: (5) stairway up blocked, stair way boxes. Kinder Play Toy: cobwebs; paint peeling Play toy between 807and 808: cobwebs, paint peeling. Play Toy: paint peeling; cobwebs</p>
<p><b>Electrical:</b> Electrical</p>	<p>Good</p>	<p>CR 802: One outlet broken. CR 901 YMCA: cobwebs @ ceiling; motion detector sensor cover broken; sink needs chaulking; sink cabinet doors are water damaged;missing covebase; door doesn't shut all the way southside trim has water damaged , delaminating , cleaners under sink , carpet stained. Ceiling tile loose, blinds are broken. Entrance threshold lifting.</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>	<p>Good</p>	<p>Admin Women's Restroom: CR 804: 1 stained ceiling tile, sink backspash needs caulking. Ceiling tiel warp, A/C vent dirty, sink low pressure. CR 806: cobwebs - exterior; sink countertop damaged and needs chaulking , damaged ceiling tile cracked. A/C vent dirty. CR 807 PreK: cobwebs - exterior; sink countertop water damaged, girls R/R stained cracked ceiling tile, sink needs caulking, ceiling tiles holes and warp. CR 901 YMCA: cobwebs @ ceiling; motion detector sensor cover broken; sink needs chaulking; sink cabinet doors are water damaged;missing covebase; door doesn't shut all the way southside trim has water damaged , delaminating , cleaners under sink , carpet stained. Ceiling tile loose, blinds are broken. Entrance threshold lifting. CR</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		301: (9) handle on sink a little hard to turn CR 303: (9) sink low pressure. Health Office: Damaged wall. Corner on bathroom wall cracked, toilet seat loose.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	CR 901 YMCA: cobwebs @ ceiling; motion detector sensor cover broken; sink needs chaulking; sink cabinet doors are water damaged;missing covebase; door doesn't shut all the way southside trim has water damaged , delaminating , cleaners under sink , carpet stained. Ceiling tile loose, blinds are broken. Entrance threshold lifting. K1: 2 household cleaner under sink , sink countertop cracked
<b>Structural:</b> Structural Damage, Roofs	Good	Kinder playground: (14) asphalt needs work - trip hazard; cross beams in overhang has large craks and needs painting
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	CR 901 YMCA: cobwebs @ ceiling; motion detector sensor cover broken; sink needs chaulking; sink cabinet doors are water damaged;missing covebase; door doesn't shut all the way southside trim has water damaged , delaminating , cleaners under sink , carpet stained. Ceiling tile loose, blinds are broken. Entrance threshold lifting. CR 903: sink needs chaulking; A/C dirty, stain ceiling. CR 905: 1 stained ceiling tile; 1 ceiling tile cracked; excessive gum outside classroom paint peeling on T111 , holes on tackboard, ceilings warp, cracked, smells molding. CR 906: excessive gum outside classroom, ceiling tiles 2-scratched. Kinder playground: (14) asphalt needs work - trip hazard; cross beams in overhang has large craks and needs painting Play toy between 807and 808: cobwebs, paint peeling. Play Toy: paint peeling; cobwebs Playground: backstop chainlink needs repair, cracked asphalt, playground foam peeling off.
<b>Overall Rating</b>	<b>Good</b>	Met with Principal, who spoke to custodial staff regarding cleanliness and simple repair issues and work orders submitted for maintenance and repairs

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	54	52	65	64	50	50
Math	38	42	51	51	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	23.0	24.3	25.7

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	335	332	99.10	51.66
Male	171	171	100.00	42.69
Female	164	161	98.17	61.25
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	262	260	99.24	48.08
White	40	39	97.50	63.16
Two or More Races	12	12	100.00	66.67
Socioeconomically Disadvantaged	280	277	98.93	48.19
English Learners	120	117	97.50	36.75
Students with Disabilities	67	66	98.51	20.00
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2018-19 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	335	330	98.51	41.64
Male	171	169	98.83	40.24
Female	164	161	98.17	43.13
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	262	259	98.85	41.31
White	40	38	95.00	43.24
Two or More Races	12	12	100.00	50.00
Socioeconomically Disadvantaged	280	275	98.21	38.32
English Learners	120	116	96.67	33.62
Students with Disabilities	67	65	97.01	18.75
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.



## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2019-20)

Contact Person: Neil MacGaffey

Contact Person Phone Number: (619) 422-8329

Research shows a high correlation between parent involvement and effective schools. We encourage parents to visit and become active in our school.

Parents are highly encouraged to be active members of our Parent Teacher Association (PTA). This proactive group provides numerous activities, experiences, materials, and equipment that benefit the welfare of our children. During the 2019-2020 school year, we had a record number of parents attending PTA meetings, and our PTA conducted our most highly attended community festivals in the history of the school.

Another parent group is our English Learner Advisory Committee, or ELAC. Because of the steady number of incoming English learners at Rosebank, we want to ensure that the academic and social needs of this target group are being met. Every effort is being made to increase the parent participation in this group, which has the potential to add great value to our school and community.

Four Rosebank parents are members of our School Site Council. They play an integral role in assuring our educational program is driven by student needs. At each monthly meeting we review and revise our School Plan for Student Achievement and advise on our budget expenditures.

If you want to become involved in any of our school activities, please call 422-8329. Spanish translation is available.

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### School Safety Plan

Student safety and well-being are promoted by activities including emergency and earthquake preparedness drills, playground supervision, drug and alcohol abuse awareness, child abuse awareness, anti-bullying initiatives, character development initiatives (Core Values), and a school Safety Patrol program. We have a safety committee made up of 2 teachers, a custodian, a parent and the principal. Our goal is to have all of our disaster supplies stocked and organized as well as training our staff to know their roles in case of a disaster.

We are implementing Tiers I and II of MTSS PBIS for behavior support as well as an SEL approach to teacher well-being and student behavior support.

Rosebank's Comprehensive School Safety Plan is located in the Rosebank office. The 2018 -19 version of this document was approved at the October 2018 School Site Council meeting.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.1	1.7	1.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.7	0.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	.6
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	4.0

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22	1	2		22	1	4		17	5		
1	21	2	2		25		2		24		4	
2	23		3		21	2	2		25		1	
3	22		3		25		3		24		4	
4	20	1	3		20	1	3		21	1	2	
5	28		3		26		2		30		3	
6	31		3		27	1	4		24	1	3	
Other**	14	2							27		1	

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Each year, a variety of professional improvement activities are provided for teachers, custodians, secretaries, and other employees. Activities reflect the school's goals/ objectives and are part of Rosebank's School Plan for Student Achievement.

Rosebank's grade levels have approximately 10 hours of collaboration time each month. During this time, grade level teams look at student work, analyze data, and plan their next instructional steps based on their findings.

During the 2016 - 17 school year, professional development has been centered around closing the achievement gap that was evident in the data from last year's end of year assessments. Rosebank's ILT has lead the professional development recently in deciding for the school which ELD standard to focus on and develop strategies to improve student achievement. Also, based on the previous year's data, Rosebank's staff has focused on improving the math unit planning, scope and sequence, and end of quarter assessments using a backwards mapping approach. During the 2017 - 2018 school year professional development has been centered around math problem solving, problem situations, and math talks. The Rosebank staff has begun to familiarize themselves with the Next Generation Science Standards in preparation for the start of state testing in science in the 5th grade. Lastly, we have continued our focus on using GLAD strategies this year tied to our new Benchmark curriculum. During the 2018 - 2019 school year professional development has centered around social emotional learning, PBIS, and high impact language strategies for both ELA and math. Our cohort PDs have been focused on math instruction and strategies to promote collaborative conversations, such as number talks, 3 reads, why/justify, and creating success criteria for each math unit. During the 2019-2020 school year, professional development has been centered around teacher well-being, belief in students' abilities to succeed and language development. The school is examining its literacy practices and student access to rigorous curriculum.

#### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,150	\$45,741
Mid-Range Teacher Salary	\$75,662	\$81,840
Highest Teacher Salary	\$100,783	\$102,065
Average Principal Salary (ES)	\$134,097	\$129,221
Average Principal Salary (MS)	\$0	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$299,627	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$10,281.56	\$3,207.28	\$7,074.28	\$73,621.00
District	N/A	N/A	\$166,094.33	\$78,751.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	-5.0
School Site/ State	-48.0	-9.4

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

#### Types of Services Funded

Rosebank Elementary is a Title I school with 77% of our students qualifying for free or reduced-price meals.

Categorical funds are allocated and spent based on student need. The School Site Council plays an integral role in overseeing the categorical funding. Programs and personnel supported through categorical funding include: English Language Instructional Assistant, Library Technology Technician, School Psychologist, 2 IAs for behavior, and G.A.T.E. after school classes.

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.